DOCUMENT RESUME

ED 175 164 EA 012 089

AUTHOR Edmonds, E. L.
TITLE The School Board of Tomorrow. A Position Paper.
PUB DATE 17 Jun 79
NOTE 20p.: Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979): Appendix may not reproduce clearly

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Board of Education Role; Citizen Role; Elementary Secondary Education; Eligibility; Inservice Education; Salaries; Teachers; Voting
IDENTIFIERS *Prince Edward Island

ABSTRACT

With reference to Prince Edward Island, Canada, the author notes that a new school act for that province in 1971 consolidated 217 school districts into 5. The result has been a decline in community participation with corresponding alienation and apathy manifested by the public in two ways: a dearth of candidates offering themselves for election to the new school boards and a very low turnout in voting. To solve these problems, the author makes recommendations for (1) a graduated scale of payment for services to school trustees; (2) more extensive use of the principle and practice of cooptation; (3) compulsory voting by the public during school board elections; and (4) establishment of certain criteria of eligibility to sit on school boards, including attendance at preservice courses. The author also suggests the introduction of units of work on school boards into the curriculum of schools and concludes by suggesting some new roles for school boards. (Author/LD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175164

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Edmonds

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE SCHOOL BOARD OF TOMORROW

A Position Paper

Presented at

The Congress on Education
Vancouver, June 17, 1979

Professor E.L. Edmonds
University of Prince Edward Island

EA 012 089

Lay control of education through school boards is basic to the democratic system. Yet, with the increase in the size of school systems and the complexity of their operation and the teaching-learning process, one begins to seriously question the extent to which laymen can direct and control the performance of professionals.

A. Conrad, Director of Education,
Halifax, N.S., November 6, 1977.

The predominance of power in policy making (and in many cases in administration) lies with the Ministry of Education--putting aside all protestations by Ministry officials that this is not so. . . .This obvious discrepancy between Ministry lipservice to decentralization and the reality that is moving continuously in the direction of less decentralization, lends the entire discussion about local participation a somewhat insincere tone. . . .

Para. 197 and 198, OECD External
Examiner's Report on Educational
Policy in Canada, 1976.

THE SCHOOL BOARD OF TOMORROW

A Position Paper
Presented at
The Congress on Education
Vancouver, June 17, 1979

Introduction

The school board is the supreme expression of the democratic process in Canada. It is meant to be and (in the vast majority of cases) is non-political. The duties of the Canadian School Board are set down in greater or less detail in the School Acts of the various provinces--education, of course, under the B.N.A. Act being a provincial responsibility in the main.

Under a new school act of 1971, five regional school boards replaced two hundred and seventeen smaller school administrative units on Prince Edward Island. Though not without their fair share of successes, they also had disappointments, often well laced with criticism from the public they exist to serve. A more immediate concern, however, is apathy, as illustrated from a recent newspaper article dated May 16th, and attached to this paper as an appendix. It is essentially from the vantage point of Prince Edward Island that the following paper is written. It is longer than the prescribed time allowed but it is hoped that by distributing this as a position paper beforehand, more fruitful discussion will ensue.

Existing Duties of School Boards

Let it be said at once that I do not envisage taking away any of the existing powers from the school boards. These include the right to disperse monies allocated for education in their jurisdiction; the right to appoint

teachers and to suspend and/or dismiss them for cause. In my view, the board is a specialist employment bureau and it is responsible to those who elected it for insuring adequate standards of performance, both by teaching and non-teaching personnel. Though the board then has an overall responsibility, it can reasonably be expected to share its responsibilities and consult fully with the Department of Education, the principal of the school, the teachers, the parents, and members of the public generally. Again, in order to improve standards, there is an inherent assumption that the board knows what education is all about; that it has its own working philosophy of education; that it recognizes the need for constant change in the direction of betterment, on behalf of the children for whom, after all, the whole of the education service exists. In short, aided by the staff it appoints, it exists to insure that the right teachers are in the right places, at the right time, with the right children, under the right conditions.

What Then is New?

Recommendation 1. In view of the headlong pursuit of consolidation of schools across Canada, and the consequent emergence of larger and larger school boards, it seems to me we have seriously eroded many of the benefits that spring from the school trustee being a person who is motivated to serve simply for the good of his/her local community, without expectation of monetary reward. In larger school boards, the time span of responsibility for decision making is commensurately greater: it is idle I think to suggest that a school board with a responsibility for three or four hundred children has the same responsibility for decision making as one with eleven thousand, five hundred children in its schools. It seems to me then that the answer

to this increased responsibility must be to have highly qualified members on school boards who can exercise the correct supervisory skills over the ever burgeoning (and perhaps it could be said, often necessary) staff of school boards.

My recommendation is then that all school board members should be paid and those who are appointed chairpersons of committees, etc., should be very well paid. I know this strikes at the very heart of voluntary contribution by dedicated members entirely motivated by goodness to serve their local community. But, only in this way can we prevent the undergrowth of such articles of faith as "one of the responsibilities of the superintendent of education is to educate the members of his board"(!); for to whom then is the superintendent accountable? And, can he be such a superman[1] as to exercise a watching brief over all the many activities which education includes today?

Recommendation 2. Following on this particular recommendation, with regard to membership of boards, I suggest that there is much expertise available outside the school board which is never used, but would be only too willing to make a contribution, if asked. I am aware that all members of school boards are now elected (or nearly so) and I appreciate the reasons for this, particularly on Prince Edward Island. But, I do suggest that school acts ought to make more provision both for the principle of cooptation and its application. I must emphasize that this would be very different from the Minister of Education selecting members of the community to serve on school boards. What I am suggesting is that every school board ought to be able to draw on appropriate local expertise during its allotted term of office. Thus, I would suggest every school board ought to have the power to appoint at least two members (serving or retired) from the local

---

1. For superman, equally read superwoman; though why are there so very very few women superintendents?

teachers' federation, two members from the home and school association, and two students. The only proviso I would build into this is that two members must be elected and not one, otherwise a single appointee might find himself/herself in the undesirable position of deciding a vote. Notwithstanding, all these additional members should be given full voting powers. I see no value whatever in having people attend a school board meeting without being able to influence the decisions that are made. So far as I know, no student on Prince Edward Island has ever offered himself/herself for election to a school board, but the age is from eighteen so that it would be possible. But, I still think two students, appointed by the school board, on the recommendation of the principals of the schools would be a valuable shot in the arm for tomorrow's school boards. We might even find a reservoir of future candidates. Similarly, bringing in representatives of the home and school association and the provincial teachers' federation would give a catholicity to school board procedures and give more people a feeling of being able to influence school board decision making. So often I hear worthy members of the public say that nearly all the decisions are taken by the time they reach the school board meeting: all the board has to do is to approve.

One last advantage I would foresee for acceptance of this principle of cooptation would be that a board, which might be a citizens' committee, without too much sense of procedure at board meetings or even conduct of meetings sometimes, could draw on a reservoir of expertise which would be theirs for the time span in which they themselves were elected. It would be for a new board to coopt its own members (as an aside, I might throw in the suggestion that sometimes, university governing boards might find this a valuable extension of their "know how," particularly when faced by the

escalating problems of financial constraints in a time of declining enrolments).

Recommendation 3. In view of the abysmally low turnout at school board elections (in one known case, 17% only of those eligible voted for a fifteen person school board which has well over eleven thousand students in its schools), I believe voting should be compulsory. Every person should be required to vote. I appreciate the difficuties of this, but it would certainly make members of the public more aware of the issues involved--look how much time we have had on radio and television devoted to speeches by the various party leaders at the recent federal election. Could not similar opportunities be provided, cost free, to local school board members? In this way voting members of the public could not complain that they do not know whom they are voting for. Moreover, having voted for members, it may serve to make them less cantankerous at annual general meetings, for they would have appointed in the first place those whom now they criticize. Not that criticism is a bad thing. Indeed, it can be an excellent thing in its best form because it keeps members on their toes. But, my general thesis is that people who are informed about issues are more likely to present informed criticism (and indeed to express approval). Dr. Montessori once said that children need to achieve a sense of security, a sense of significance, and a sense of success. I suggest the same is no less true of adults, particularly those who serve on a school board.

One other point. In the long run, compulsory voting might prevent that unhealthy development which we have seen in some union movements overseas where a small caucus of voters can decide policy which, at best, only represents a minority interest.

Recommendation 4. As I have suggested that members of boards be well paid, and on a graduated scale according to their time span of responsibility, it is reasonable to expect certain criteria of eligibility to sit on school boards.

These need not be restrictive. Indeed, they may be welcomed by prospective candidates for school boards. Just as vice-principals are expected to have taken a university course in Educational Administration, something of the same might reasonably be expected of prospective school board members. (I remember in my earlier years being staggered to find justices of the peace were appointed without any previous training whatever in what was required of them!)

Furthermore, I would suggest that updating courses might be made available to members of the school board. In this regard, to the many excellent pre-service courses which could be extrapolated from university undergraduate courses on Educational Administration, I would like to add two thoughts:

(a) we need a series of video-tapes with a strong Canadian background of decision making by Canadian school boards, in a Canadian context. Some excellent American ones exist: why not Canada?

(b) some historical knowledge of the growth of school boards in Canada would be valuable in showing where we came from (and again, extending my brief, I think such a unit of work ought to be compulsory in all our senior high schools, for only in this way can Canadian students be prepared to partake in what we all agree is the basic ingredient of democracy, namely, government by a local community, on behalf of a local community, and thereafter extending up the ladder to regional, national and international government.

Some New Duties for School Boards

(a) Providing all teachers and non-teachers alike, and parents too, with opportunities for in-service education in the work they do. Examples of professional help might include running courses for different groups and types of teacher; encouraging young teachers to see as much good teaching as they can by visits to other schools both in the jurisdiction and outside it; assisting financially all teachers who wish to attend courses which would improve their value to the school, and so to the children in the school; by offering "grace" or sabbatical periods of leave on a graded time basis (thereby providing unemployed teachers with more opportunities to substitute teach while they are away); by offering grants in aid to the local teacher-associations to run courses in conjunction with them; stimulating and supporting experimentation in schools (with their own Hilroy Award?); and in general, establishing teachers in their working environment both inside and outside the school. This does not mean giving all this help on their own account; it may mean calling upon recognized expertise in the area, e.g. the local university faculty of education.

(b) This is a tender area, but it seems to me that boards might well be prepared to help young teachers with problems they may experience during the first year of teaching. This kind of help, of course, would vary in degree of intensity and in its long or short term effect. But, it might include such things as helping teachers with financial problems; with accommodation problems; with inadequate facilities for leisure time; with problems relating to personal

health; or boredom after the highly organized life of the university community; or just loneliness and all the difficulties that this might engender. Again, I am not suggesting that individual school board members do this--though indeed they might well do more than they do. Appointment of staff for this purpose may not be enough. Board members should be encouraged to participate actively in parent-teacher associations. Again, they should be encouraged to get to know new teachers, both in an educational and possibly in a personal capacity, inviting them into their homes, suggesting they take part in particular interests or hobbies; or introducing them to other people locally who have similar interests. It is important, of course, that the young teacher should not be over mothered (or still less, smothered). Many of these young people have been used to standing on their own feet from an early age and, indeed, wish to remain so. After all they have been running in the educational stakes of one kind and another for some sixteen years or more--and not without success. But, the main thing is that a board should bear in mind that where teachers are experiencing problems which cannot easily be overcome, the board is always there to offer pastoral help when needed.

One last point, the good board should always be on its toes to see where its good teachers are and to encourage principals to delegate responsibilities to them. These promising recruits to the profession should be given just as much encouragement as should those teachers who are failing. All too often the board appears in the role of a bogeyman; and that role might be changed if the board were perceived as being anxious to encourage its best teachers.

(c) School boards, through their local association and the school trustees' association, might undertake experiment into new types of joint appointment. Thus, for example, why should there not be a joint appointment of consultant to the school board and lecturer in the faculty of education? There might be, say, three days spent in the faculty of education and two days in the school situation spent specifically with certain types of teachers, e.g. first year teachers or student interns. Other forms of permutation of time, perhaps on a variable basis, might also be investigated. Thus, consultants might be appointed by the board to carry out inspecting, organizing duties for part of the week, and for the rest of the week teach in schools as demonstrators. There is some research evidence to indicate that teachers welcome external inspection, if offered in a kindly and knowledgeable way by masters of their craft. Such appointments need not be permanent, but could be made on a rotating basis. This same principle of rotation and secondment might be applied to outstanding principals who could exchange roles with members of the local university faculty of education on a short term basis (perhaps a semester?).

Again, local boards might combine to establish a joint advisory team which could travel from school to school "seeing how they do" in the words of St. Paul. Such teams would not be veiled inspectors. A pantechnicon with a travelling display in it of good modern work in schools might also be helpful resource material and serve to extend teachers' own range of teaching. I have a theory that most teachers never get the opportunity to see really good teachers, and by bringing such a team into a school, they would have the opportunity at first-

hand, and be able to discuss organizational problems, gathering of resource materials, etc. It goes without saying that members of the team would be itinerant ambassadors of the board, highly competent and innovative in their chosen fields, skilled in the cultivation of human relationships, courteous, well-mannered, tolerant of conflicting views, charismatic and enthusiastic. These "ideas men or women" might be expected to stay on a team for a year, or perhaps a little longer, thereafter returning to the schools from which they came.

It follows that allowance would have to be made by the Department of Education for increase of staff and this brings me to my last point.

(d) It seems to me that education is fragmented. The school board has responsibility for schooling but is not concerned with vocational education, for example, or with adult education. I suggest that the board should have a concern with the education of all ages in its area--"from the womb to the tomb," so to speak. This means that the Department of Education would have to delegate its existing responsibilities, and the associated financial control, to the school boards. After all, Departments of Education have the right of audit of all school board accounts and in the case of Prince Edward Island, where there is 100% funding by the government (i.e. no property tax), this control is quite formidable. Some school board members have told me that they only have control over something like 5-8% of their annual budget.

<u>One Last Thought</u>

It does not seem easy to obtain the kind of local information that

Statistics Canada provides on a national basis. It may well be that a research function already exercised by the Canadian School Trustees' Association, in general (and as I recall by the Saskatchewan School Trustees' Association, in particular, some years ago), might be extended to provide basic information about all the school boards in Canada, province by province, dates of school board elections, numbers voting, members elected by acclamation, etc. As an extension of this, I would propose, still perhaps under the aegis of the Canadian School Trustees' Association, a scientific council for the study of local government. Such a body exists in Holland at the national level. It might well be that such a council could exercise a useful function at the local level, with annual presentation of its findings year by year to such a conference as this. One of the early assignments for such a council might be collating and publishing ongoing research into school boards in Canada.

Conclusion

A graduated scale of payment for members of school boards; compulsory voting; extensive, but judicious, use of the principle of cooptation; increased devolution of financial and curricular responsibilities to school boards by Departments of Education; wider coverage in the media of school board proceedings; what does all this add up to?

People today, the world over, cry out for greater involvement in those decisions by government that affect their daily lives. Examples abound at a political, national level: Corsica, for example, or Languedoc, or Brittany, in the case of France; Catalonia, in the case of Spain; and nearer home, of course, our own Quebec. Even in tiny Switzerland, the inhabitants of the Jura Mountains want more freedom from their own Canton government. Experi-

ments have been made, notably in Yugoslavia. Here the central government delegates 90% of its decision making powers to the constituent republics, but only on the understanding that they, in turn, delegate to county, to municipality, to commune, to village, and ultimately, to the individual (for this information I am grateful to Dr. King).

In Britain, the movement to larger units of local administration has brought benefits; but it has also bred alienation, apathy, withdrawal, discontent, and in some cases, just plain "bloody mindedness" in people who see decision making powers over their own personal and social life still further removed from their sight. I suggest that much the same is happening in Canada today, and may account for the public apathy in general about school boards.

If then this study can "point a moral" as well as "adorn a tale" for the school boards of tomorrow, it would be that the more decision making responsibilities can be passed down the line, the better the health of the school board, and those who elect it.

School Boards Say Concerned About Apathy

Guardian - Patriot
may 16/79

—Elections June 6

By RUTH REARSTO

School board elections are coming up soon and the Prince Edward Island Association of School Boards is concerned about the lack of interest shown by Islanders in what could be "the most important of all" elections, says association representatives.

At a news conference Monday, members of the association talked about the need for public participation in the June 6 elections, which will take in odd-numbered zones in each of the five Island school units.

Helen MacDonald, association executive secretary said 85 per cent of Islanders voted in the last provincial election, but only 20 per cent exercised their rights in the last school board elections.

She said education takes up the largest part of the provincial budget with an allowance in the area of $64,800,000 per year.

STRESSES CONTROL

A news release from the association stressed that in a democratic society it is essential that the public have control over the educational system, which has the ultimate influence over the minds of children.

"Today's students are tomorrow's citizens, said the release. "They will be in charge of our country."

Agnes Arsenault association president told reporters the last board elections saw no nominations for trustees in some zones and the minister of education was forced to appoint people to fill positions.

Arthur Hudson, vice-president of the school board association, cited a situation in Unit One four years ago in which all trustees were elected by acclaimation because no one opposed them.

ELECTIONS ALTERNATE

Association representatives explained there are 15 trustees representing respective zones in each unit. Elections alternate every two years between odd and even numbered zones, and each trustee serves a four-year term, they explained.

Trustees speculated reasons for failure by the public to become involved could be most people don't know what zones they are in or because they are poorly informed about what is going on within their units.

Association members conceded communication is the largest frustration for school boards.

Mrs. Arsenault noted there's not always a lack of communication between the public and the schoolboards.

"If there's a crisis I talk to a lot of people," she said; but if everything is running smoothly, it's a different story.

Some reasons for small numbers of nominees could be due to the time committment, which is four years and includes a number of meetings and seminars; or the honorarium set at a maximum of $1,000 per year, asociation members said.

Or maybe it's because the system is working so well, people don't feel the need to be involved, said Mrs. Arsenault, although she said she could pin down no specific causes for disinterest.

The news release stated that to be eligible for election as a trustee, an individual must acquire ten or more signatures from qualified voters in an election zone. The nomination paper must them be filed with the unit office or returning officer, it said. Deadline for nominations is 4 p.m. Wednesday, May 23.

An eligible voter was described as 18 years old or older before election day, Canadian citizen and resident of P.E.I. for 12 months and of the unit 30 days prior to election day.

Students meeting the requirements are entitled to vote and offer as candidates.

"It's up to you the public to vote in the oncoming trustee election," the news release urged. "If you don't vote, don't grouch."

STOP PRESS

With regard to the role of the school board and the new teacher, I feel very strongly that more attention should be given the new teacher. Speaking from my own experience, I found myself quite out-to-sea when having to move into a strange area, not knowing a soul, having to find my own living accommodations and trying to get my work organized, that I would have appreciated some help from my employer in regard to these areas. I had no guidelines to follow about the unit policies or even the schools' policies and had to find out about these as situations arose. It would have made my initiation much easier had there been some communication in these aspects at the beginning of the year. Granted, I was very lucky in dealing with this on my own as I went looking for the information I needed, but how many others find this situation very trying and get off to a poor start in their first year. It certainly would be a great advantage if it could be a policy of the board to have an orientation, especially for the new teachers as it would decrease apprehension and get one off on the right foot.

From: G-A, A young teacher
29th May 1979.

THE GLOBE & MAIL - January 23/ 9

Quote of the day

"If the head (of the Ontario Teachers Federation) had walked into the room, the trustees probably would have lain down and foamed at the mouth." — **Louise McIntosh**, chairman of the Ontario School Trustees Council.

Page 5.

Even in Ontario?

Ontario trustees hold secret talks to avoid teachers

By HOWARD FLUXGOLD

Ontario school trustees met in secret session at a downtown Toronto hotel over the weekend because they were afraid teachers would hear what they had to say on such issues as the right to strike and job security.

"Things are getting better. They used to have security guards at the door," said Louise McIntosh, chairman of the Ontario School Trustees Council, which represents all of Ontario's school trustees.

Mrs. McIntosh, who did not favor holding the meeting in secret, said that she thought the trustees were paranoid about teachers. "I think it's ridiculous. They think that if the teachers were to hear what we were talking about they'd be all upset," Mrs. McIntosh said in an interview from her Ottawa home yesterday.

"Isn't it so ironic that people elected by the public are the most afraid," she continued. Mrs. McIntosh said that meetings of the Ontario Teachers Federation, an organization representing all of Ontario's public and separate school teachers, were open to the public. "If the head of OTF had walked into the room, the trustees probably would have lain down and foamed at the mouth," Mrs. McIntosh, a trustee on the Carleton Board of Education, said.

She said that the official reason for holding the secret conference attended by 550 trustees was that they believe negotiation and salary issues should not be discussed in public.

One of the questions discussed was whether trustees favored retaining the right to strike for teachers. Mrs. McIntosh thought that most trustees wanted teachers to be able to strike as "the lesser of two evils."

She said that trustees oppose arbitration of contract disputes because it allows a non-elected official to make binding policy decisions. Elected officials are responsible for policy-making, she maintained, "and we're not going to delegate policy-making to a third party. I'm responsible to the public for my decisions and an arbitrator is not. It's just not democracy. It really galls us."

Mrs. McIntosh said that as a result, trustees would prefer a strike to settling a dispute by arbitration.

She also said that trustees "felt they did not have the same clout" as teachers under the negotiation procedure set out by provincial legislation. She complained that trustees could lock out teachers and close schools only in response to a legal strike or work to rule action by teachers. Trustees must wait for teachers to take action before they can respond.

In addition to discussing negotiating procedures, job security and seniority, trustees heard an address from Thomas McEwan, the former chairman of the province's committee on the costs of education.

Mr. McEwan, a former school trustee on the Guelph Board of Education, charged that the policies of the Education Ministry made it impossible to achieve educational opportunity. "Our . . . school system in this decade has been used to better serve the desires of adults than the needs of students," Mr. McEwan said in his speech.

Granting teachers the right to strike, increasing professional development days and reducing the provincial share of the costs of education were all policies which worked against equal educational opportunity.

Mr. McEwan said that if strikes do not jeopardize students' education then "we are . . . admitting we do not have a quality system and there is something seriously wrong with the curriculum."

The committee on the costs of education was appointed in 1971 and issued the last of its eight reports last year on topics such as declining enrolment and financing education.

BRIEF CURRICULUM VITAE

Professor Edward L. Edmonds holds Bachelor of Arts degrees in English Language and Literature and in Modern History. He has a double Master's degree, and a doctorate, along with several diplomae in the field of teaching and educational administration.

His wide teaching experience traverses school, college of education, university, Workers' Educational Association, youth service, and Her Majesty's prison service. He served in Her Majesty's forces (rank of Major).

Among several administrative leadership posts he has held in Education may be included those of Chief Inspector of Schools and Colleges, University Department Head, Dean of Education, President of the National Association of Inspectors of Schools, President of the World Council for Curriculum and Instruction, Chairman of the English Speaking Board. He is also a past-president of the Atlantic Education Association and past-president of the Commonwealth Society on Prince Edward Island. He is a member of the Faculty Advisory Board of the International Correspondence School which has centers for degree studies in Canada, the United States and Europe; and (also by invitation) a member of the Committee of Research Advisors and Readers, Walden University, U.S.A.

By way of civic honour, he holds the accolade of Commander of the Order of St. John, the oldest order of chivalry still in existence. He is Provincial Commissioner for the Brigade on Prince Edward Island. He was made Honorary Chief of the Lennox Island Micmac Indians in 1972.

Author, or co-author, of eight books, three monographs, and over eighty published papers and many book reviews, he is also listed in the fifth edition of the International "Who's Who in Poetry." A volume of his poems was published for the International Poetry Society in 1979. He is president of "Sand Patterns," a small quarterly literary journal on Prince Edward Island. He has taken part in university opera and drama productions and is President of the Theatre Society.

In the field of research, the Canadian Education Association published in 1977, "Student Perceptions of Student Teaching," a research study which he undertook jointly with a former colleague, Dr. Frederic Bessai of the University of Regina. Their more recent publication was "Small Schools on Prince Edward Island," in 1978. They have recently completed a Canada-wide study of "Perceptions of Teachers in Their First Year of Service." The Canadian Donner Foundation has funded a research project of theirs in correctional schools.

Dr. Edmonds was made a Fellow of the Royal Historical Society in 1962; a Fellow of the Royal Society of Arts in 1972; a Fellow of the English Speaking Board in 1976. He is widely travelled, and has presented papers at many regional, national and international conferences. The most recent of these was a keynote address at a World Conference on Education in Istanbul, August, 1977. He attended the White House in December, 1976, for a bicentennial award; and was made Honorary Citizen of Texas in March, 1977. In that year he was also awarded a World Federalist Essay Prize for his paper on "Causes of Violence and War, and Some Possible Solutions Through Education." He is currently Professor of Education in the University of Prince Edward Island.